

**ALASKA STATE LEGISLATURE
HOUSE EDUCATION STANDING COMMITTEE**

April 30, 2021
8:07 a.m.

DRAFT

MEMBERS PRESENT

Representative Harriet Drummond, Co-Chair
Representative Andi Story, Co-Chair
Representative Tiffany Zulkosky (via Teams)
Representative Grier Hopkins
Representative Mike Prax
Representative Mike Cronk
Representative Ronald Gillham

MEMBERS ABSENT

All members present

COMMITTEE CALENDAR

HOUSE BILL NO. 164

"An Act relating to early education programs provided by school districts; relating to school age eligibility; relating to early education programs; establishing a parents as teachers program; relating to the duties of the Department of Education and Early Development; relating to certification of teachers; establishing a reading intervention program for public school students enrolled in grades kindergarten through three; establishing a reading program in the Department of Education and Early Development; relating to a virtual education consortium; and providing for an effective date."

- HEARD & HELD

HOUSE BILL NO. 18

"An Act relating to national board certification for public school teachers."

- HEARD & HELD

PREVIOUS COMMITTEE ACTION

BILL: HB 164

SHORT TITLE: EARLY ED PROGRAMS; READING; VIRTUAL ED

SPONSOR(s) : REPRESENTATIVE(s) TUCK

04/07/21	(H)	READ THE FIRST TIME - REFERRALS
04/07/21	(H)	EDC, FIN
04/21/21	(H)	EDC AT 8:00 AM DAVIS 106
04/21/21	(H)	<Bill Hearing Canceled>
04/23/21	(H)	EDC AT 8:00 AM DAVIS 106
04/23/21	(H)	Heard & Held
04/23/21	(H)	MINUTE(EDC)
04/26/21	(H)	EDC AT 8:00 AM DAVIS 106
04/26/21	(H)	Heard & Held
04/26/21	(H)	MINUTE(EDC)
04/30/21	(H)	EDC AT 8:00 AM DAVIS 106

BILL: HB 18

SHORT TITLE: TEACHERS: NATIONAL BOARD CERTIFICATION

SPONSOR(s) : REPRESENTATIVE(s) KREISS-TOMKINS

02/18/21	(H)	PREFILE RELEASED 1/8/21
02/18/21	(H)	READ THE FIRST TIME - REFERRALS
02/18/21	(H)	STA, EDC
02/25/21	(H)	STA AT 3:00 PM GRUENBERG 120
02/25/21	(H)	-- MEETING CANCELED --
03/02/21	(H)	STA AT 3:00 PM GRUENBERG 120
03/02/21	(H)	Heard & Held
03/02/21	(H)	MINUTE(STA)
03/04/21	(H)	STA AT 3:00 PM GRUENBERG 120
03/04/21	(H)	Heard & Held
03/04/21	(H)	MINUTE(STA)
03/09/21	(H)	STA AT 3:00 PM GRUENBERG 120
03/09/21	(H)	Moved HB 18 Out of Committee
03/09/21	(H)	MINUTE(STA)
03/10/21	(H)	STA RPT 3DP 1DNP 1NR 2AM
03/10/21	(H)	DP: CLAMAN, TARR, KREISS-TOMKINS
03/10/21	(H)	DNP: EASTMAN
03/10/21	(H)	NR: STORY
03/10/21	(H)	AM: KAUFMAN, VANCE
04/30/21	(H)	EDC AT 8:00 AM DAVIS 106

WITNESS REGISTER

REPRESENTATIVE CHRIS TUCK

Alaska State Legislature

Juneau, Alaska

POSITION STATEMENT: As prime sponsor, provided information and answered questions during the hearing on HB 164.

LOKI TOBIN, Staff
Senator Tom Begich
Alaska State Legislature
Juneau, Alaska

POSITION STATEMENT: Presented the sectional analysis for HB 164 on behalf of the Senate Education Standing Committee, sponsor of companion bill SB 111.

KAREN MELIN, Deputy Commissioner
Department of Education and Early Development
Anchorage, Alaska

POSITION STATEMENT: Provided information and answered questions during the hearing on HB 164.

REPRESENTATIVE JONATHAN KREISS-TOMKINS
Alaska State Legislature
Juneau, Alaska

POSITION STATEMENT: As prime sponsor, introduced HB 18.

NORM WOOTEN, Director of Advocacy
Association of Alaska School Boards
Juneau, Alaska

POSITION STATEMENT: Presented a PowerPoint in support of HB 18.

MATT MOSER, Government Relations Director
National Education Association-Alaska
Juneau, Alaska

POSITION STATEMENT: Testified in support of HB 18 on behalf of Tom Klaameyer, president of National Education Association-Alaska.

ACTION NARRATIVE

[8:07:39 AM](#)

CO-CHAIR HARRIET DRUMMOND called the House Education Standing Committee meeting to order at 8:07 a.m. Representatives Story, Cronk, Gillham, Hopkins, Prax, and Drummond were present at the call to order. Representative Zulkosky was present via Teams.

HB 164-EARLY ED PROGRAMS; READING; VIRTUAL ED

[8:09:06 AM](#)

CO-CHAIR DRUMMOND announced that the first order of business would be HOUSE BILL NO. 164, "An Act relating to early education programs provided by school districts; relating to school age

eligibility; relating to early education programs; establishing a parents as teachers program; relating to the duties of the Department of Education and Early Development; relating to certification of teachers; establishing a reading intervention program for public school students enrolled in grades kindergarten through three; establishing a reading program in the Department of Education and Early Development; relating to a virtual education consortium; and providing for an effective date."

[Before the committee, adopted as a working document during the 4/23/21 House Education Standing Committee meeting, was the proposed committee substitute (CS) for HB 164, Version 32-LS0731\I, Klein, 4/20/21 ("Version I").]

8:09:11 AM

REPRESENTATIVE CHRIS TUCK, Alaska State Legislature, as prime sponsor, provided information on HB 164. He shared that President Joe Biden announced the American Families Plan, which would commit \$1.8 billion over the next ten years for the federal government to partner with states in offering free, high-quality preschool. He said HB 164 would put Alaska in an ideal position to take advantage of federal investments in early education.

8:10:42 AM

LOKI TOBIN, Staff, Senator Tom Begich, Alaska State Legislature, on behalf of the Senate Education Standing Committee, sponsor of companion bill SB 111, presented the sectional analysis on the reading intervention sections of the committee substitute (CS) for HB 164, Version 32-LS0731\I, Klein, 4/20/21 ("Version I"), which read as follows [original punctuation provided]:

(Page 2, line 29) Section 5: Amends AS 14.03.072 to require all districts to provide information regarding the importance of early reading and adult literacy to parents and guardians of students in grades K through 3.

(Page 3, Line 11) Section 6: Repeals references to reading intervention services made in Section 5 on June 30, 2034. Reading intervention services, including culturally responsive individual reading plans, parent/guardian/family member notification, and evidence-based reading intervention strategies

established under AS 14.30.765 are also repealed on June 30, 2034.

(Page 3, line 23) Section 7: Amends AS 14.03.078 by directing DEED to include in their annual report to districts and the legislature information on the implementation process of the statewide reading intervention program established under AS 14.30.760-14.30.775. Section 8 repeals this provision on June 30, 2034.

[8:13:35 AM](#)

REPRESENTATIVE HOPKINS referred to the text of the proposed legislation, Section 5, subsection (a), paragraph (5), which was on page 3, lines 9-10, and read, "(5) a list of resources and organizations that specialize in improving adult literacy." He pointed out that there have been discussions regarding how lists are put together and how the content of the lists are chosen, and he asked Ms. Tobin to go into detail about that process.

MS. TOBIN replied that the referenced paragraph was added by Senator Micciche, and she deferred to the Department of Education and Early Development (DEED).

[8:14:43 AM](#)

KAREN MELIN, Deputy Commissioner, Department of Education and Early Development, replied that DEED uses reliable, nationally-recognized websites and resources.

REPRESENTATIVE HOPKINS asked whether there exists a list of resources already.

MS. MELIN replied that DEED already has a list, and that the department is always looking for new or better resources.

[8:17:41 AM](#)

REPRESENTATIVE ZULKOSKY thanked the bill sponsor for the inclusion of 'culturally responsive' language in bill, noting that culture is not necessarily correlated to geography. She asked whether there would be accommodations made in the Anchorage School District, for example, for students of the Yup'ik culture living in Dena'ina Elnena.

REPRESENTATIVE TUCK said he would be happy to work with Representative Zulkosky to address those questions.

CO-CHAIR DRUMMOND mentioned a map of indigenous languages across Alaska.

[8:20:23 AM](#)

REPRESENTATIVE HOPKINS asked whether all parents, at all levels of literacy, would receive information on adult literacy.

MS. MELIN responded that the resources would need to be developed and refined for adult literacy.

[8:21:16 AM](#)

REPRESENTATIVE PRAX noted the number of cultures represented in metro areas, and he wondered how the proposed legislation could work with respect to that representation.

CO-CHAIR DRUMMOND read from the proposed legislation, with reference to AS 14.06.010, on page 38, lines 25-27, which read as follows:

(9) "culturally responsive" means showing respect for and recognition of the traditions, beliefs, languages, values, and practices of the local culture that has historically been present in the geographic area being served.

CO-CHAIR DRUMMOND stated that there is at least one school district that has a program of learning the indigenous language by immersion, and "that is their right and their privilege in this state, where we recognize indigenous languages as being of equal stature ... to English." For a community like Anchorage, she said, with hundreds of languages represented, there are options for indigenous languages.

REPRESENTATIVE TUCK stated his intent to work with Representatives Zulkosky and Prax on incorporating the indigenous languages into HB 164.

[8:24:37 AM](#)

MS. TOBIN resumed her presentation of the sectional analysis of Version I, which read as follows [original punctuation provided]:

(Page 7, starting on Line 18) Section 13: Creates a new section under AS 14.03.120 asking districts to report aggregate data to DEED on K-3rd grade reading program metrics, including student-teacher ratios, reading assessment performance, and retention metrics.

(Page 10, starting on Line 31) The next six pages pertain to Sections 15 & 16: Amends AS 14.07.020 by authorizing DEED to provide direct support to school districts for the successful implementation of a K-3rd grade evidence-based reading program. Section 16 repeals this provision on June 30, 2034.

[8:26:20 AM](#)

CO-CHAIR DRUMMOND noted that the analysis for Section 16 not in sequence.

[8:26:52 AM](#)

REPRESENTATIVE HOPKINS referred to Section 7, subsection (a), paragraph 10, of the proposed legislation, on page 4, line 30, through page 5, line 2, which read as follows:

(10) the effectiveness and participation rates of the parents as teachers program established under AS 14.03.420, including measures of efficiency and effectiveness that demonstrate the effects of the program on school readiness.

REPRESENTATIVE HOPKINS asked how school readiness and effectiveness of the program would be determined.

REPRESENTATIVE TUCK deferred to Ms. Melin.

[8:27:54 AM](#)

MS. MELIN said that, as far as ensuring children are meeting the five components of successful reading, the expectations would remain the same.

REPRESENTATIVE HOPKINS asked whether assessments for participants in the Parents as Teachers program would be compared to non-participants.

MS.MELIN replied that the two groups wouldn't necessarily be compared, but that the students would be compared to the expectations set by the assessments. The Parents as Teachers program would help students be ready for the assessments, she said.

REPRESENTATIVE HOPKINS said he doesn't understand how the effectiveness of the Parents as Teachers program would be measured or demonstrated.

MS. MELIN responded that the effectiveness would be demonstrated through the assessment process; data would be collected from incoming students and would demonstrate the effectiveness of Parents as Teachers, preschool, and Head Start programs.

[8:31:36 AM](#)

REPRESENTATIVE STORY referred to Section 7, subsection (a), paragraph 8, subparagraph A, of the proposed legislation, on page 4, lines 15-18, which read as follows:

(A) the number of certificated administrative employees in each category employed by each school district compared to the number of students enrolled in the school district on October 1 of the previous year;

REPRESENTATIVE STORY said, "I almost think it should say '... administrative employees and their role in each category employed by ...' the school district." She expressed that she doesn't know whether instructional coaches, principals, or superintendents would be included as certificated administrative employees.

REPRESENTATIVE TUCK directed the committee's attention to Section 9, subsection (d), of the proposed legislation, on page 6, lines 19-21, which read as follows:

(d) In this section, "administrative employee" means an employee who does not provide direct classroom instruction for students as a regular part of the employee's job.

REPRESENTATIVE TUCK noted the high rate of teacher turnover, and expressed the need to ensure that someone who is trained in the reading program will stay with the school district. He said the

concern is that whoever has that certification actually performs the role in reading progression.

REPRESENTATIVE STORY said she would appreciate identifying the positions.

CO-CHAIR DRUMMOND said the topic could be an amendment.

8:34:06 AM

REPRESENTATIVE ZULKOSKY asked whether there exists a section in the proposed legislation addressing teacher or reading specialist turnover.

REPRESENTATIVE TUCK deferred to Ms. Melin.

MS. MELIN agreed that turnover is a challenge for school districts. She discussed the possibility of DEED helping set up and facilitate training programs.

8:36:05 AM

REPRESENTATIVE PRAX asked about the logistics of keeping certificated staff in smaller school districts.

REPRESENTATIVE TUCK deferred to Ms. Melin.

MS. MELIN said providing successful training is critical in supporting incoming teachers, regardless of location, which underscores the importance of providing training. She said DEED is committed to partnering with school districts to attract qualified educators.

REPRESENTATIVE PRAX asked whether there currently exists such a program within DEED.

MS. MELIN replied that no program currently exists, but that such a program would be critical to the success of HB 164.

8:38:55 AM

REPRESENTATIVE STORY discussed the need to have local teachers and paraprofessionals trained as reading specialists.

8:39:56 AM

MS. TOBIN resumed the sectional analysis, which read as follows [original punctuation provided]:

(Page 16, line 6) Section 18: Amends AS 14.07.050 to allow DEED the ability to purchase supplemental textbooks in support of evidence-based reading intervention strategies. For clarity, a district may request DEED purchase supplemental textbooks, and these textbooks are in addition to any materials a district already employs. Section 19 repeals this provision on June 30, 2034.

(Page 19, starting on line 7) Section 23: Amends AS 14.07.180 by directing the state board of education to establish, in regulation, standards for evidence-based language art curricula for grades K-3.

Please note that Commissioner Johnson has affirmed, on the record, his and the department's practice and continued commitment to engaging stakeholders when designing regulations.

There are many sections that direct DEED and the state board to establish new regulations. This allows for stakeholder engagement, ensures a public comment period on any new regulations, and allows for nimbleness to respond to changing needs and dynamics.

[8:42:13 AM](#)

REPRESENTATIVE HOPKINS asked why sponsor did not include writing skills standards in the proposed legislation.

REPRESENTATIVE TUCK offered to work on including assessments for writing skills.

REPRESENTATIVE HOPKINS expressed agreement.

MS. TOBIN pointed out the five evidence-based reading components, established in 1960.

[8:43:34 AM](#)

REPRESENTATIVE STORY asked for clarification on the reading standards.

MS. MELIN answered that DEED adopted language arts standards in 2012, which include a section of foundational skills in which the five components of reading are specifically addressed.

[8:44:57 AM](#)

MS. TOBIN resumed the section analysis, which read as follows [original punctuation provided]:

(Page 22, line 13) Section 31 & (and on page 24, line 2) Section 34: Amends AS 14.20.015 to require out-of-state teachers moving to Alaska to have meet requirements established in regulation by DEED and the state board that shows the educators have a working understanding of evidence-based reading. Section 32 and 40 repeal these requirements for out-of-state teachers on June 30, 2034.

(Page 24, Line 10) Section 35. Adds new section under AS 14.30, Article 15. Reading Intervention.

(Page 24, line 15) Directs DEED to support school districts in adopting an evidence-based reading assessment tool to help kindergarten through 3rd-grade classroom teachers identify students struggling to learn to read.

(Page 24, Line 26) Students will be assessed in the fall, and if a student is determined to be learning to read, the student will no longer be assessed that year.

If a student is struggling to read, an individual reading improvement plan must be developed and implemented to help the student learn to read. Two more additional assessments will assist in ascertaining whether reading intervention strategies are working, provide clear insight into where a student may be struggling, and permit the department to provide additional, targeted support.

[8:47:19 AM](#)

REPRESENTATIVE STORY asked whether a school district would continue to use the assessment tool currently in use.

REPRESENTATIVE TUCK deferred to Ms. Melin.

MS. MELIN responded that the challenge is in the data gathering, because each tool delivers reports in a different manner. The power of collecting information would be in one universal tool that would allow direct comparisons. While different tools assess the same topics, she said, it would be difficult or impossible to gather meaningful data.

REPRESENTATIVE STORY opined that it would be difficult and expensive for school districts to switch to a new assessment tool.

REPRESENTATIVE TUCK said the issue was recently addressed in a meeting with the Alaska Superintendents Association. He directed the committee's attention to Section 35, subsection (a), paragraph (5), on page 25, lines 15-21, of the proposed legislation, which read as follows:

(5) establish a process that allows the commissioner to waive, upon request, use of the statewide screening or assessment tool required under this subsection by a school district if the school district has adopted an evidence-based reading screening or assessment tool and the screening or assessment tool is approved by the department;

[8:51:34 AM](#)

REPRESENTATIVE ZULKOSKY commented that the pedagogy of indigenous language learning does not align perfectly with English language learning. She asked how the assessment tools could work in indigenous language immersion environments.

CO-CHAIR DRUMMOND commented that language learning is easier when children are younger.

REPRESENTATIVE TUCK responded that Representative Zulkosky's comment underscores the importance of data being reported by all school districts, so methods can be adapted.

MS. MELIN explained that there are always benchmarks in the acquisition of language; helping children achieve English proficiency would help with other languages.

REPRESENTATIVE ZULKOSKY asked whether Ms. Melin was saying that grasping English phonics was the best way for a child to learn an indigenous language.

MS. MELIN clarified that children acquire language more successfully when they are younger, compared to later in life.

REPRESENTATIVE ZULKOSKY repeated her concern about English language pedagogy with respect to indigenous language learning. She asked whether assessment requirements or tools would accommodate indigenous languages.

MS. MELIN replied that any language acquisition process undertaken by a school district would be considered in any regulatory process.

REPRESENTATIVE ZULKOSKY stated that she would be interested in working with the sponsor to ensure statutory protections.

[8:57:31 AM](#)

MS. TOBIN resumed the presentation of the sectional analysis, which read as follows [original punctuation provided]:

(Page 25) DEED is directed to provide training to school district staff in a reading assessment tool and train school district staff in evidence-based reading interventions. Districts are asked to identify which early education program a student attended (if attended) and report to the department reading proficiency.

(Page 25) Districts may choose to adopt the reading assessment tool provided by DEED or use their own reading assessment tool if it is evidence-based and approved by DEED. In determining the type of reading assessment, DEED must consider the time it takes to administer the assessment, when assessment results may become available, how the assessment may be integrated into the classroom, recommendations from taskforces that studied reading deficiencies, and ensuring the assessment is culturally responsive.

[8:58:46 AM](#)

[HB 164 was held over for further consideration]

[8:58:53 AM](#)

The committee took an at-ease from 8:58 a.m. to 9:01 a.m.

HB 18-TEACHERS: NATIONAL BOARD CERTIFICATION

[9:01:52 AM](#)

CO-CHAIR DRUMMOND announced that the final order of business would be HOUSE BILL NO. 18, "An Act relating to national board certification for public school teachers."

[9:01:59 AM](#)

REPRESENTATIVE JONATHAN KREISS-TOMKINS, Alaska State Legislature, as prime sponsor, paraphrased the sponsor statement for HB 18, which read as follows [original punctuation provided]:

HB 18 represents a commitment from the legislature to elevate the prestige of the teaching profession in Alaska.

National Board certification is reserved for educators who voluntarily undertake, and successfully complete, a rigorous certification process administered by the National Board for Professional Teaching Standards. The certification process is recognized as an invaluable learning experience for educators that also results in improved student outcomes. In Alaska and across the country, National Board certification is considered the gold standard of professional development for teachers.

Certification by the National Board is an indicator of teacher quality. Many studies have concluded that National Board Certified Teachers (NBCTs) are more effective in the classroom and that students of NBCTs have better academic achievement.

By displaying in public schools the name of each NBCT who teaches at that school, HB 18 creates a halo around this superlative certification, imparts upon the community and school the value of NBCTs, and celebrates the hard-earned accomplishments of NBCTs.

HB 18 also sets the goal that four percent of public school teachers in Alaska will be National Board certified by 2026 – which would nearly double the current number of NBCTs in Alaska and nearly increase by a factor of six the number of NBCTs in classrooms.

9:06:20 AM

CO-CHAIR DRUMMOND asked for the remainder of the text of the proposed legislation.

REPRESENTATIVE KREISS-TOMKINS replied that approximately 35 pages were eliminated during hearings in the House State Affairs Standing Committee.

9:06:42 AM

NORM WOOTEN, Director of Advocacy, Association of Alaska School Boards, presented a PowerPoint titled, "HB 18 - Teachers: National Board Certification." He presented slide 2, "AASB's Mission," which read as follows [original punctuation provided]:

To advocate for children and youth by assisting school boards in providing quality public education, focused on student achievement, through effective local governance.

MR. WOOTEN stressed the focus on student achievement in the mission statement, and said the organization is not focused on protecting school boards. He then presented slide 3, "AASB's BOD Goals," which read as follows [original punctuation provided]:

Goal 4: Support school boards and districts to collaborate and implement creative solutions to deliver personalized learning, and prepare Alaska's children and youth for their future.

MR. WOOTEN presented slide 4, "AASB Belief Statement B.20," which read as follows [original punctuation provided]:

QUALITY STAFF IMPROVES STUDENT LEARNING

High-quality, highly motivated, culturally responsive and innovative teachers, administrators and other staff are essential for successful student learning.

MR. WOOTEN presented slide 5, "AASB Belief Statement B.22," which read as follows [original punctuation provided]:

EDUCATIONAL IMPROVEMENT

AASB believes the elements of a quality educational improvement effort should address the following key areas:

Professional Standards: Should include the highest standards of professionalism that exemplifies high moral and ethical standards by school employees throughout the district.

MR. WOOTEN presented slide 6, "AASB Resolution 4.1," subtitled, "SUPPORTS FOR STAFF DEVELOPMENT," which read as follows [original punctuation provided]:

AASB supports funded opportunities and sufficient resources for quality and relevant staff preparation and demonstrably effective continuing development in both urban and rural settings for those educating Alaska's public school students. This includes, but is not limited to:

- Professional development for teachers to implement the Alaska State Standards;
- Pre-service: State training programs through postsecondary and other institutions;
- Expanding Department of Education & Early Development packaged training programs for all school districts to use in providing consistent mandated training to employees and in meeting the requirements of the Elementary and Secondary Education Act;
- Developing resources to allow the sharing and implementation of best educational practices;
- Quality in-service programs at the local district level;
- Necessary training for paraprofessionals and special needs educators.
- Promote local mentors to foster the enculturation of teachers and administrators.
- Cultural orientation and ongoing training in local language, culture and history.

[9:11:24 AM](#)

MR. WOOTEN presented slide 7, "AASB Resolution 5.23," which read as follows [original punctuation provided]:

SUPPORTING INNOVATION AND COLLABORATION TO IMPROVE
STUDENT ACHIEVEMENT FOR ALL ALASKAN STUDENTS

AASB urges stakeholders to be innovative in their thinking and to support efforts to collaboratively change practices and address barriers to implement new ways of teaching and learning in culturally responsive ways.

MR. WOOTEN presented slide 8, "Why Do AASB's Foundational Documents Matter?", which read as follows [original punctuation provided]:

- ☐ Classroom teachers ensure success for Alaska's students.
- ☐ A good teacher can make a difference in whether a student succeeds or fails
- ☐ So - what makes a good teacher?
 - ☐ Continual professional development
 - ☐ Mentorship for new and low performing teachers
 - ☐ Professional Learning Communities that offer opportunities for sharing best practices
 - ☐ Leadership for implementing student achievement strategies

MR. WOOTEN presented slide 9, "How does this pertain to National Board Certification?", which read as follows [original punctuation provided]:

- ☐ NBC teaches and promotes classroom creativity
- ☐ NBC requires continual self-evaluation and self-improvement
- ☐ NBC builds leadership within classrooms, school buildings, and school districts
- ☐ NBC is about improving instruction = increased student achievement

[9:14:51 AM](#)

MR. WOOTEN presented slide 10, "Finally - Let's Circle Back," which read as follows [original punctuation provided]:

Why would AASB support National Board Certification?

To advocate for children and youth by assisting school boards in providing quality public education, focused on student achievement, through effective local governance.

NBC is "focused on student achievement"

9:15:54 AM

REPRESENTATIVE STORY asked whether school districts incentivize board certification, and whether AASB honors teachers in any other way.

MR. WOOTEN answered he does not know whether school districts incentivize board certification, but teachers who have attained NBC certification should be honored in some way.

REPRESENTATIVE STORY expressed the desire to support teachers who achieve NBC, and she noted the cost of certification and suggested that there could be compensation.

MR. WOOTEN responded that AASB would be eager to collaborate with the National Education Association-Alaska to look at avenues of NBC promotion.

9:18:39 AM

MATT MOSER, Government Relations Director, National Education Association-Alaska, on behalf of Tom Klaameyer, president of NEA-Alaska, offered comments in support of HB 18. In response to Representative Story's question regarding school districts and board certification, he said approximately six school districts include contract language for NBC teachers. He explained that NBC is an advanced certification that goes beyond Alaska's licensure, considered by many to be a true mark of excellent and recognized as the teaching profession's highest credential. He said NBC has been described by educators as one of the most difficult things they've done, with intensive self-reflection on the teacher's part. He said a 2017 study in Mississippi found that students of NBC teachers are significantly more likely to score proficiently on literacy assessments; kindergarten students are 31 percent more likely to receive a score of "proficient" on their readiness assessment compared to other students; and third-grade students are 11

percent more likely to receive a "proficient" score on math and English/language arts assessments.

[9:22:17 AM](#)

MR. WOOTEN shared a multi-year study in Washington State that found that being taught by NBC teachers equated to an additional 1.5 months of learning, and Harvard University's Strategic Data Project found that students of NBC teachers in the Los Angeles County School District gained roughly the equivalent of two additional months of math instruction and one month of English/language arts. The learning community in general, he said, is also impacted; in Florida, Ohio, and South Carolina, NBC has been a tool utilized to keep excellent educators in the profession, with studies showing that attrition among NBC teachers is three times lower than teacher attrition statewide. Teachers with NBC become leaders, mentoring other teachers, and transforming isolated pockets of excellence into systemwide improvements.

MR. MOSER stressed NEA-Alaska's wholehearted support of efforts to increase the number of NBC teachers, and suggested financial incentives, noting that it costs approximately \$2,000 to earn the initial certification, which must be renewed every five years. Teachers in up to 25 other states often earn an annual stipend of \$5,000, with additional stipends for teachers who work as an NBC teacher in a high-needs school. He said NEA-Alaska offers an intensive, one-week preparation course for teachers to prepare for NBC. He said Alaska currently has 202 NBC teachers, with 24 candidates in the process, so it could be a modest investment in education to incentivize teachers to achieve NBC.

[9:27:10 AM](#)

REPRESENTATIVE PRAX asked which organization runs the certification process.

MR. MOSER responded that the governing body is an independent group.

[9:28:12 AM](#)

REPRESENTATIVE KREISS-TOMKINS answered that NBC is run by an independent nonprofit composed of a variety of education professionals.

REPRESENTATIVE PRAX suggested Googling it.

REPRESENTATIVE KREISS-TOMKINS said there is a website that describes the process and standards, including the peer review process.

[9:29:32 AM](#)

CO-CHAIR DRUMMOND stated HB 18 was held over.

[9:30:29 AM](#)

ADJOURNMENT

There being no further business before the committee, the House Education Standing Committee meeting was adjourned at 9:30 a.m.